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There are 124 pages of text and 25 in the appendix. The following titles of lessons taken at random can only suggest the wide and useful variety of vocabulary offered: (1) *Arrivée et Présentation*; (2) *La Chambre de ces Demoiselles*; (3) *Promenade en Auto* (including gears, punctures and speed enough to interest the most up-to-date); (4) *Sur la Glace*; (5) *La Bête Noire de la Langue Française* (being an excellent presentation of the subjunctive with plenty of oral drill attached); (6) *Noël et le Jour de L'An* (French customs and celebrations); (7) *Déjeuner impromptu*; (8) *Soirée Dansante*. Surely this book can render a distinct service to those who wish to acquire a reasonable facility in the use of the living language.

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LE PARIS D'AUJOURD'HUI. BY FRANCK LOUIS SCHOELL, Agrégé des lettres. With Exercises and Vocabulary. Henry Holt & Co., N. Y. 1921.

Professor Schoell's "Paris d'Aujourd'hui" is well adapted as a reading text to second year students. Its chapters cover many phases of life in Paris—work, recreation, art, student life, etc., besides Versailles, the French Cathedrals and Chateaux. It is provided with questions in French on each chapter, with grammar questions and English sentences based on the text to be written into French. An adequate vocabulary ends the book.

The text admirably attains its purpose, which is information. In the hands of a sympathetic teacher it should lay at rest the false notion that "the French are a gay, frivolous people much addicted to dancing and light wines." At the outset, the author happily invests Paris with a living personality which he takes care shall win first our interest and then, on closer acquaintance, our respect; for what does he offer everywhere in explanation of the charm and pre-eminence of Paris but the gospel of hard work? In numerous passages he shows great good sense, notably in the chapter on the Quais; in others, an engaging frankness as to French shortcomings; for instance, the deplorable lack of democracy in the system of secondary education; and here and there he indulges the French tendency to philosophic generalization—on politics, on art, and on life as a whole.

Facts in abundance and in interesting form the book possesses, then. Professors Schoell's occasional attempts to get behind these facts, to explain them, may well stimulate the student to reflection.

The unsuccessful part of the book lies in the exercises, conversational and grammatical. Professor Schoell gives us a "literary" as opposed to a "grammatical" text, written freely and naturally

with no apparent attempt to bring it into any definite relation to grammar. Better than this half-hearted attempt at continuity in the sentences for English-French translation, would be groups of detached sentences based on the text vocabulary, and each group limited to one grammatical topic. The present sentences are not always based on the text, and here and there err in English idiom. The Exercises (as IV and VII) for correction of faulty French are of doubtful expediency, as are the questions on adjective shift in exercise 2 and 4.

The vocabulary is on the whole adequate but fails to throw satisfactory light on such peculiarities as "feuilles perdues" (page 39), "bourgeois," "romantique," "vouloir de." The full page pictures are numerous and artistic. A good map or two would be a welcome addition to the book.

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ASINETTE, A FRENCH STORY FOR ENGLISH CHILDREN. BY LADY FRASER. E. P. Dutton and Company. 181 pp. \$1.50.

Lady Fraser has given us a delightful reader for children of the junior and senior high school. The fact that the book was written primarily for English children doubtless accounts for her free use of mythological, historical and literary references. Aside from these the subject matter of the book is very simple. It is the story of the everyday life of a little French girl and boy who quarrel and make up, tease and defend each other as normal children do. The tutor is perhaps introduced to give a more intellectual tone to the book, as he is the one who utters the classical and historical speeches. The author expresses the wish that "children of all ages" may enjoy her story of *Asinette*.

The conversation of the book is natural and spontaneous. The numerous text illustrations will help the child to get a clear picture of the characters and objects which enter into the story. Because of this, children could easily be led to use the idioms which abound throughout the book.

The vocabulary is very complete. Each word appears there in every form in which it has been used in the story, e.g. *main*, hand; *mains*, hands. The articles are not used nor is the gender indicated. There is, in fact, no attempt to have the pupil learn grammar, even to the extent of knowing that the plural of nouns is usually formed by adding *s*.

There are a few forms which will have a tendency to confuse the child. For instance, *fait* is given as a noun and then twice as a verb, once with the meanings *does*, *done* and once as *makes*, *made*. If the verbs were given together the child would find the meanings